



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

Casa Blanca and Preschool Roads, Bapchule, AZ 85221

Casa Blanca Middle School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Underperforming
2003-04	Performing
2002-03	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Beverly Crawford
 Schedule : 07:30 AM to 04:00 PM
 Grades : 5-8
 2005 Enrollment : 246
 Web Address :
 Phone Number : (480) 403-8580
 Fax Number : (520) 315-2017
 E-mail : bcrawford@cbms.k12.az.us

Mission

Our mission is to encourage, inspire and better prepare our students to succeed. We will encourage lifelong learning and hold students, staff and parents to the highest educational standards while building the bond between culture/community/society.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status (b)

2004-05	SI Year 2
2003-04	Year 1
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To advance the reading level of each student by at least one year's growth as measured by nationally-normed testing through enhanced reading activities and the use of supplemental programs.
- ü To emphasize the personal responsibilities, performance skills, and attendance of students through peer mediation and social and traditional activities and by keeping accurate records of deportment and achievement.
- ü To improve student attendance and involvement in the School through meaningful activities which foster enjoyment of learning.

Enrollment

October 1, 2004 School Year Student Enrollment : 254
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 267

Instructional Programs

- Ü Mandatory Reading at Each Grade Level
- Ü Mathematics
- Ü On-site Individual Instruction
- Ü Social Studies
- Ü Language Arts
- Ü Science
- Ü Pima and Maricopa Cultures
- Ü Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	6/5/2006

Shared Responsibilities

School

Students are well supervised. We attempt to maintain a healthy and safe environment for all students. We contact parents when students are having problems, including attendance, and we communicate with parents on a regular basis through bulletins, memos, and the school newspaper. Parents come to the School for meetings with teachers on progress and grade reports.

Parents

We expect the parents/guardians to prepare students for school, ensure daily attendance, provide space/quiet time for homework, ensure enough sleep,; provide for the health and safety of students, including current required immunizations, support the school in student discipline and academic progress, and provide the necessary documentation for the student.

Transportation Policy

Students are transported to and from school and to school-sponsored activities on our own buses. We have one handicapped-equipped bus. Our policies and procedures apply from the moment students get on bus until they are delivered back. Students may be denied transportation for disorderly conduct or violating stated rules.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Cross Country and Basketball Champions	2002
Ü Asthma Assistance Grant (AASA)	2003
Ü Softball and Boys' Basketball - made playoffs	2004
Ü Girls' Basketball - 3rd place	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	67	78906	100	100	99	445	445	498	48	48	13	29	29	19	24	24	48	0	0	20
All Students (Prior Year)	78	78	76019	100	100	100	434	434	499	54	54	14	42	42	39	4	4	14	0	0	33
Female	31	31	38644	97	97	99	454	454	500	38	38	12	31	31	19	31	31	49	0	0	19
Male	35	35	40236	100	100	99	440	440	497	55	55	15	27	27	19	18	18	46	0	0	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	--	--	31938	--	--	99	--	--	481	--	--	19	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	67	67	4593	100	100	100	445	445	467	48	48	26	29	29	29	24	24	39	0	0	6
White	--	--	36483	--	--	99	--	--	517	--	--	7	--	--	13	--	--	51	--	--	30
Students with Disabilities	22	22	10664	100	100	100	415	415	430	90	90	42	10	10	27	0	0	26	0	0	5
Students without Disabilities	45	45	68310	96	96	98	461	461	509	26	26	9	38	38	18	36	36	51	0	0	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	65	65	40295	100	100	100	446	446	513	47	47	7	29	29	13	24	24	50	0	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	67	78908	100	0	99	442	442	484	35	35	10	35	35	23	29	29	58	2	2	9
All Students (Prior Year)	78	78	76020	100	100	100	478	478	503	73	73	25	16	16	23	11	11	40	0	0	12
Female	31	31	38648	97	0	99	448	448	489	24	24	8	41	41	22	31	31	61	3	3	10
Male	35	35	40233	100	0	99	439	439	479	42	42	12	30	30	25	27	27	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	--	--	31940	--	--	99	--	--	465	--	--	16	--	--	32	--	--	49	--	--	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	67	67	4569	100	0	100	442	442	457	35	35	18	35	35	39	29	29	41	2	2	2
White	--	--	36502	--	--	99	--	--	502	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	22	22	10665	100	0	100	409	409	423	76	76	30	24	24	36	0	0	31	0	0	2
Students without Disabilities	45	45	68312	96	0	98	459	459	493	14	14	7	40	40	21	43	43	62	2	2	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	65	65	40315	100	0	100	443	443	498	34	34	5	35	35	15	29	29	66	2	2	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	67	78750	100	100	99	443	443	500	21	21	6	59	59	29	21	21	63	0	0	2
All Students (Prior Year)	78	78	75673	100	100	100	451	451	530	40	40	12	42	42	25	14	14	58	4	4	4
Female	31	31	38586	97	97	99	461	461	515	17	17	4	55	55	22	28	28	71	0	0	3
Male	35	35	40135	100	100	99	433	433	486	21	21	8	64	64	35	15	15	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	--	--	31841	--	--	99	--	--	483	--	--	8	--	--	36	--	--	55	--	--	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	67	67	4586	100	100	100	443	443	481	21	21	8	59	59	37	21	21	54	0	0	1
White	--	--	36440	--	--	99	--	--	516	--	--	3	--	--	22	--	--	71	--	--	4
Students with Disabilities	22	22	10622	100	100	100	381	381	415	52	52	21	43	43	50	5	5	28	0	0	1
Students without Disabilities	45	45	68196	96	96	98	474	474	513	5	5	3	67	67	25	29	29	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	65	65	40260	100	100	100	446	446	514	19	19	3	60	60	21	21	21	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	46	78250	100	100	99	492	492	548	64	64	21	24	24	18	12	12	48	0	0	13
All Students (Prior Year)	58	58	75001	98	98	99	405	405	468	90	90	37	10	10	36	0	0	16	0	0	10
Female	25	25	38071	96	96	99	498	498	549	60	60	20	28	28	19	12	12	49	0	0	12
Male	20	20	40126	100	100	99	484	484	547	71	71	23	18	18	17	12	12	46	0	0	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	44	44	4996	96	96	100	487	487	518	68	68	36	25	25	25	8	8	36	0	0	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	11	11	9329	100	100	100	453	453	454	100	100	64	0	0	18	0	0	16	0	0	2
Students without Disabilities	36	36	68996	100	100	99	504	504	561	55	55	16	30	30	18	15	15	52	0	0	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	44	44	44937	100	100	100	492	492	561	64	64	13	24	24	15	12	12	54	0	0	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	46	78302	100	0	99	463	463	512	29	29	11	62	62	25	10	10	57	0	0	7
All Students (Prior Year)	58	58	74918	98	98	99	449	449	497	73	73	32	16	16	19	8	8	35	2	2	15
Female	25	25	38082	96	0	99	467	467	518	24	24	8	64	64	24	12	12	61	0	0	7
Male	20	20	40166	100	0	99	457	457	507	35	35	14	59	59	26	6	6	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	44	44	4993	96	0	100	461	461	484	30	30	19	63	63	38	8	8	42	0	0	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	11	11	9353	100	0	100	438	438	429	60	60	40	40	40	38	0	0	22	0	0	1
Students without Disabilities	36	36	69024	100	0	99	470	470	524	21	21	7	67	67	23	12	12	62	0	0	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	44	44	44979	100	0	100	464	464	525	29	29	6	62	62	18	10	10	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	45	78094	98	98	99	474	474	545	10	10	3	59	59	18	32	32	77	0	0	2
All Students (Prior Year)	58	58	74503	98	98	99	393	393	491	29	29	9	56	56	32	15	15	51	0	0	8
Female	25	25	38025	96	96	99	491	491	558	0	0	2	60	60	13	40	40	82	0	0	2
Male	19	19	40013	95	95	99	447	447	534	25	25	5	56	56	23	19	19	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	43	43	4981	93	93	100	470	470	526	10	10	4	62	62	25	28	28	70	0	0	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	10	10	9275	100	100	100	385	385	444	44	44	14	56	56	46	0	0	39	0	0	1
Students without Disabilities	36	36	68892	100	100	98	498	498	559	0	0	2	61	61	14	39	39	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	43	43	44871	100	100	100	475	475	559	10	10	2	59	59	12	32	32	84	0	0	3

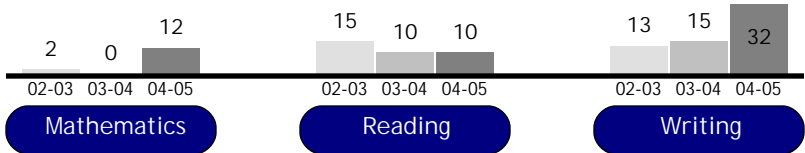
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	100	31	31	50	97	21	NA	55	100	28	28	50
	Language	100	22	22	46	100	19	19	49	100	24	24	50
	Mathematics	100	22	22	57	100	18	18	63	100	23	23	49
6	Reading	100	25	25	53	90	33	NA	56	100	30	30	51
	Language	100	16	16	45	94	21	21	48	100	20	20	47
	Mathematics	100	21	21	62	96	20	20	66	100	15	15	52
7	Reading	100	22	22	51	100	28	NA	54	98	29	29	50
	Language	100	21	21	54	100	28	28	58	98	28	28	52
	Mathematics	98	23	23	58	100	24	24	62	98	20	20	50
8	Reading	100	28	28	53	95	24	NA	55	100	23	23	51
	Language	100	19	19	49	97	13	13	52	100	23	23	50
	Mathematics	100	29	29	58	95	22	22	61	100	23	23	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- ü Student Attendance
- ü Student Achievement
- ü Community Relations
- ü School Safety Issues
- ü Parental Involvement
- ü After School Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	11.50
Other Professional Staff	2.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	2	1	0	0
7 to 9 years	1	0	0	0
10 or more years	2	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	9
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	34%
Percent of core classes not taught by Highly Qualified Teachers	33%

Resources Available at School Site

Special Facilities

- ü Multipurpose Building
- ü Computer Lab

Extracurricular Activities

- ü Student Council
- ü Athletics - Eight Programs
- ü After School Programs
- ü Honor Roll List - Perfect Attendance

Social Services

- ü Counseling Services/Behavioral Health
- ü Clothing/Food Banks
- ü Traditional Celebrations
- ü Social and Traditional Dances

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü We purchased new textbooks for reading, language arts, mathematics, science, and social studies. We hosted reservation-wide in-services during 2004-2005 to align curriculum objectives.

ü We are now known as Vah-Ki Middle School, taking the local Pima name for our school.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	100	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	69	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	79	96	95	81
Retention Rate ⁹	3	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	3	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A police officer is stationed at the school for 2005-2006. We are also adding a truancy officer position. Our new student handbook clearly states actions and discipline consequences. There is direct involvement of the Board of trustees with students and parents. We have added cultural and art classes and are contemplating a Native music program.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Rosita Ollerton	(480) 403-8580
Transportation Policy	Ray Fisher	(480) 403-8580
Community Resources		(480) 403-8580
School Nutrition Programs	Duane Fisher	(480) 403-8580
Parent Organization		(480) 403-8580
Student Health/Nurse	Sharon Burgus	(480) 403-8580

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.